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ABSTRACT

This eighth grade lesson plan asks students to research and analyze primary source documents about early factory labor (mill workers during the period between 1840-1860) showing their hours of labor, ages of laborers, reasons for working, and working conditions. The lesson plan asks students to read a historical novel about the time, "Lyddie" (Katherine Paterson), and research modern-day youth labor issues to see if the things faced by Lyddie are really so different today in places where young people do not have the opportunity to go to school. The students write a poem or labor song. Teachers are given direction related to: the task and grade level; detailed processes to follow; suggested lesson length; information about literacy skills, English language, arts, and social studies standards. Primary source documents are included. Also lists resources or materials needed. (BT)

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ED 469 121

Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World

Work, Lyddie! Work!

8th Grade Activity by Darla Moore

SO 034 248

SCORE
San Bernardino County Superintendent of Schools
601 North E. Street
San Bernardino, CA 92410-3093

http://score.rims.k12.ca.us/activity/lyddie/

2000

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Work, Lyddie! Work!

Student Directions:

Overview:

Are you thinking that school is boring and that it would be more fun to be out working? This is a chance for you to find out what it was like to have to work instead of having the chance to go to school. Analyze primary source documents about early factory labor (mill workers during 1840-1860) showing their hours of labor, ages of laborers, reasons for working, and working conditions. Then read a historical novel about the time Lyddie by Katherine Paterson and research modern day youth labor issues to see if the things faced by Lyddie are really so different today in places where young people do not have the

opportunity to go to school. To share what you learned with others, you will write a poem or labor song.

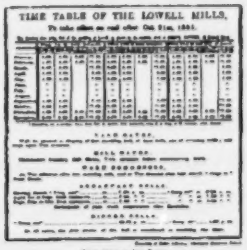
View Teacher Directions:

The Task:

You may research links concerning early factory labor (mill workers during 1840-1860), child labor in today's world, and diseases of young laborers. Volunteers will imitate working on a loom. You will analyze a mill bell schedule, read a mill girl's writings, write and present a poem or song exhibiting empathy for child laborers.

The Process:

1. Analyze the mill bell schedule. Point out the hour girls (operatives) were to begin work, followed by the breakfast break, the lunch break, and the quitting time. Remember the operatives had to walk to and from their boardinghouse during these breaks.


TIME TABLE OF THE LOWELL MILLS.

Baker Library

http://library.hbs.edu/BASIS/tlp/www/cat_nr/SF

2. Read aloud the page of primary sources. Imagine the atmosphere within the mill factory.

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TIME TABLE OF THE LOWELL MILLS,

To take effect on and after Oct. 21st, 1851.

The Standard time being that of the meridian of Lowell, as shown by the regulator clock of JOSEPH RAYNES, 61 Central Street

	From 1st to 10th inclusive.				From 11th to 20th inclusive.				From 21st to last day of month.			
	1st Bell	2d Bell	3d Bell	Eve. Bell	1st Bell	2d Bell	3d Bell	Eve. Bell	1st Bell	2d Bell	3d Bell	Eve. Bell
January,	5.00	6.00	6.50	*7.30	5.00	6.00	6.50	*7.30	5.00	6.00	6.50	*7.30
February,	4.30	5.30	6.40	*7.30	4.30	5.30	6.25	*7.30	4.30	5.30	6.15	*7.30
March,	5.40	6.00		*7.30	5.20	5.40		*7.30	5.05	5.25		6.85
April,	4.45	5.05		6.45	4.30	4.50		6.55	4.20	4.50		7.00
May,	4.30	4.50		7.00	4.30	4.50		7.00	4.20	4.50		7.00
June,	"	"		"	"	"		"	"	"		"
July,	"	"		"	"	"		"	"	"		"
August,	"	"		"	"	"		"	"	"		"
September,	4.40	5.00		6.45	4.50	5.10		6.30	5.00	5.20		*7.30
October,	5.10	5.30		*7.30	5.20	5.40		*7.30	5.35	5.55		*7.30
November,	4.30	5.30	6.10	*7.30	4.30	5.30	6.20	*7.30	5.00	6.00	6.35	*7.30
December,	5.00	6.00	6.45	*7.30	5.00	6.00	6.50	*7.30	6.00	6.00	6.50	*7.30

*Excepting on Saturdays from Sept. 21st to March 20th inclusive, when it is rung at 20 minutes after seven.

YARD GATES,

Will be opened at ringing of last morning bell, of meal bells, and of evening bells; and kept open Ten minutes.

MILL GATES.

Commence hoisting Mill Gates, Two minutes before commencing work.

WORK COMMENCES,

At Ten minutes after last morning bell, and at Ten minutes after bell which "rings in" from Meals.

BREAKFAST BELLS.

During March "Ring out".....at....7.30 a. m....."Ring in" at 8.05 a. m.
April 1st to Sept. 20th inclusive.....at....7.00 " " ..... " " at 7.35 " "
Sept. 21st to Oct. 31st inclusive.....at....7.30 " " ..... " " at 8.05 " "

Remainder of year work commences after Breakfast.

DINNER BELLS.

"Ring out"..... 12.30 p. m....."Ring in".... 1.05 p. m.

In all cases, the *first* stroke of the bell is considered as marking the time.

Courtesy of Baker Library, Harvard Business School

Hours of labor in Lowell, 1851.

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Note the darkness (small dusty windows) in the factory. Note the lint in the air from the clothing that is being processed. Note the humidity level that is purposely created by buckets of water in the factory, so the threads won't break. Note the fact that the long hours, little food, lack of rest, lack of sunshine and fresh air lends itself to contracting Tuberculosis. (add two links to Tuberculosis - American Lung Association: http://www.pbs.org/ppol/tbfacts.html and People's Plague Online Interactive: http://www.pbs.org/ppol/interact.html#caldwell). Mill girls are especially susceptible to contracting tuberculosis, due to the lint, humidity, and lack of proper ventilation. The girls are working, breathing and living in these conditions.

3. Examine the mill worker sketch. You may want to volunteer to stand in position of either the overseer or a mill girl in the sketch. Perhaps this sketch can be projected onto a screen by an overhead transparency. Act out the job of this person. Think and feel as a worker or overseer would feel. Often the girls would attach a page out of a book, so that they could read or learn to read while working the loom. New England Mill Girls: http://www.tetranet.net/users/stolbert/research/millgirl.html#note6.

Remember you are trying to keep up with the overseer's demands while you are trying to read and work the loom. While the class makes loud machinery noises, such as klackety, klackety, klackety, and knock, knock, knock, and pachinga, pachinga pachinga, continue to act out your role. As the class continues the loud noises, the overseer shouts instructions to the operatives in a loud and demanding voice, "You need to control two looms now. Control all three now. Now you must keep up with four for the same wages as before!" The operatives act out the overseers demands. If possible continue this skit for five to ten minutes.

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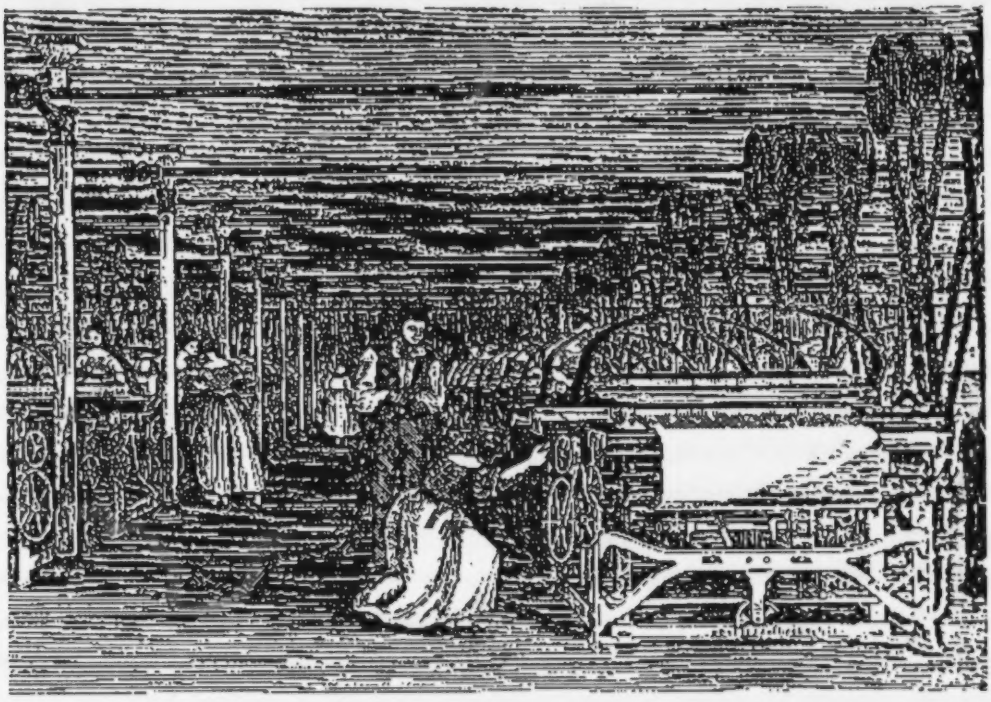

"Power Loom Weaving", from George White's Memoir of Samuel Slater, 1836. Merrimack Valley Textile Museum.

4. Debrief. Volunteer operatives explain how he or she felt while the class listens. Questions the operatives might explain: "How were you feeling? What did your feet and arms feel like? Did you enjoy your work? What did you think about as you worked?" Volunteer overseer explains how he or she felt while the class listens. Questions the overseer might explain: "How were you feeling? What did you feel like? Did you enjoy your work? What did you think about as you demanded the mill girls to work harder?"

5. Review your previous knowledge of farm life. Create a Venn diagram contrasting a young girl's life and job on the farm with a young girl's life and job in the mill.

6. Listen to mill songs.

7. Debrief. Discuss with a partner the working conditions that led to lyrics of the songs.

8. While mill music plays, read the primary sources. By yourself quietly create a brainstorm, or concept map using sensory feelings and words concerning mill life and work. You may use quotes from passages in the primary sources.

Mill Girl Life

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Primary Source Documents

I could not endure such a constant clatter of machinery, that I could neither speak to be heard, nor think to be understood, even by myself. And then you have so little leisure--I could not bear such a life of fatigue. Call it by any other name rather than pleasure. S.G.B. (Sarah G. Bagley, Series I, 1840 pp. 25-26) from Lowell Offering (Jordon, Swift and Wiley, 1845) S.G.B. (Sarah G. Bagley, Series I, 1840 pp. 25-26)

She felt afraid to touch the loom and she was almost sure she could never learn to weave; the harness puzzled and the reed perplexed her; the shuttle flew out and made a new bump on her head; and the first time she tried to spring the sathe she broke out a quarter of the threads. It seemed as if the girls all stared at her, and the overseers watched every motion, and the day appeared as long as a month had at home. . . At last it was night. . . There was a dull pain in her head and a sharp pain in her ankles; every bone was aching, and there was in her ears a strange noise, as of crickets, frogs, and jewharps, all mingling together. from Mind Among the Spindles, a miscellany selected from the Lowell Offering (Jordon, Swift and Wiley, 1845), p.89.

I want to be at home--to go down to the brook over which the wild grapes have made a natural arbor, and to sit by the cool spring around which the fresh soft grapes cluster so lovingly. I think of the time when, with my little bare feet, I used to follow in Aunt Nabby's footsteps through the fields of corn--stepping high and long till we came to the bleaching ground; and I remember--but I must stop, for I know you wish me to write of what I am now doing, as you already know of what I have done.

Well; I go to work every day--not earlier than I should at home, nor do I work later, but I mind the confinement more than I should in a more unpleasant season of the year. I have extra work now--I take care of three looms; and when I wrote you before I could not well take care of two. But help is very scarce now, and they let us do as much work as we please; and I am highly complimented upon my "powers of execution." from Lowell Offering (Jordon, Swift and Wiley, 1845).

9. Write a poem of mill life and work. You may use your Venn diagram, brainstorm, concept map, and primary sources. Remember to reflect on farm life within your song or poem.

Resources:

You may do an online search on the following to gain information of the life of a mill girl:

- **Yarn Making - Fingerlakes Woolen Mills: This site gives a step-by-step description of the process to make yarn. Graphics included.**
  http://ww1.woolery.com/webpages/jive/fingerlakes/makingyarn.html

- **Working Hours of Women in Factories: Includes an early 1900 work schedule and situations of women working long hours in various factories. No graphics.**
  http://www.arts.gla.ac.uk/www/ctich/eastside/hours10.html

- **WIC - Women's History in America (Women's International Center): Attitudes toward women in the past, the legal status of women, conditions for women working in early days, and women in reform movements are issues explained. No graphics.**
  http://www.wic.org/misc/history.htm

- **Life of Ninteenth-Century Workers: The Sadler Committee interviewed factory workers in England in 1831-32. These interviews bring to light child labor and harsh conditions. No graphics.**
  http://www.stg.brown.edu/projects/hypertext/landow/victorian/history/workers1.

- **Sadler Committee: "Testimony - Child Labor in England": The Sadler Committee interviewed factory workers in England during 1831-32. Child labor is described. No graphics.**
  http://www.cwrl.utexas.edu/~benjamin/

- **Child Labor: An overview of child labor in England. Charles Dickens' life is described. Graphic of child "hurriers" working in mines.**
  http://www.stg.brown.edu/projects/hypertext/landow/victorian/history/hist8.html

Lowell National Historical Park: Lowell mills where the mill girls lived and worked. Graphics on homepage, but at this time there is little information.
http://www.nps.gov/lowe/loweweb/slides1.htm

Rules at Lowell Mills and Massachusetts Investigation into Labor
http://www.kentlaw.edu/ilhs/lowell.html

The Life of a Mill Girl

Poem or Song

Directions: You as a writer take on the point of view of a young child in the mill. Be sure to read the directions for each stanza closely. Each stanza is four lines. The lines do not

have to rhyme. Create a title for your poem or song.

The Life of a Mill Girl

I often think...

Within this first stanza write about the early days on the farm. You are remembering those carefree days of early childhood.

Do you still...

Within this second stanza have your young girl ask a question to her friend that still lives back on the neighboring farm. Relate how it is different here in the mill. Express how you feel about this.

I hurry to the boardinghouse...

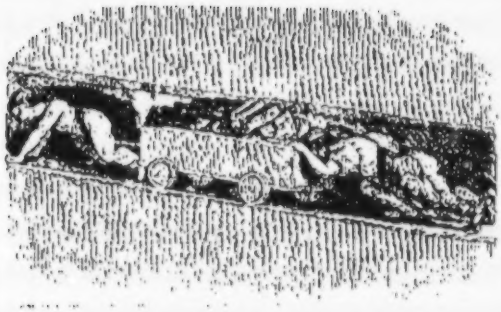
Within this third stanza describe what you do when you return home during your short lunch break. Describe what it is like when you return home after a long day's work.

I work...

Within this fourth stanza describe what your workday is like. Be sure to describe the environment: air you breath, looms you tend, windows and light, plants, pails of water.

I wonder about...

Within this fifth stanza describe what you dream about. You have endless hours to think as you work the looms in the mill. What do you desire and long for?



Photo

Learning Advice:

Be sure to check out the resource links on the Internet as these will help you understand the life of a young laborers during the 1840-1860's in the United States. Note the link to child labor in England. Many believed the Lowell Mills far superior to England's mills. What do you think?

Note the extension activity has links to child labor in the world today. Be sure to research what is happening in your world. What clothing or shoes do you purchase that were produced in a country that practices child labor? What can you do as a consumer to help deter these countries from employing child laborers? What can the United States do to encourage better working conditions for children?

Evaluation:

You may choose to volunteer to read aloud your poem or sing your lyrics while being videotaped. Use the rubric below to evaluate your song or poem lyrics.

The Life of a Mill Girl

Poem or Song Rubric

A

- The Poem or Song follows stanza format. The stanza is complete with four lines which may or may not rhyme.Each section is represented in a stanza:

  "I often think . . ."
  "Do you still . . ."
  "I hurry to the boardinghouse . . ."
  "I work . . ."
  "I wonder about . . .".

- The Poem or Song has exceptionally creative lyrics or words. Each stanza shows empathy and understanding for the operatives (mill girl or workers).

B

- The Poem or Song follows stanza format. The stanza is complete with four lines which may or may not rhyme.
  - Each section is represented in a stanza:
    "I often think . . ."
    "Do you still . . ."
    "I hurry to the boardinghouse . . ."
    "I work . . ."
    "I wonder about . . .".
- The Poem or Song has very creative lyrics or words. Most stanzas show empathy and understanding for the operatives (mill girls or workers).

C

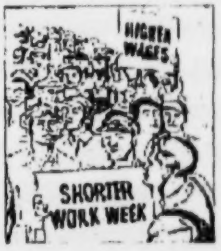
- The Poem or Song follows stanza format. The stanza is complete with four lines which may or may not rhyme.
- Each section is represented in a stanza:

  "I often think . . ."
  "Do you still . . ."
  "I hurry to the boardinghouse . . ."
  "I work . . ."

"I wonder about . . .".

- The Poem or Song has lyrics or words within most stanzas which show empathy and understanding for the operatives.

Conclusion:



Debrief: You may discuss what you have written with a partner. Compare jobs today which have poor working conditions. Discuss factory labor today in the United States, as well as the world.

You have been asked to write a poem or song exhibiting empathy for mill workers. Through this study you will walk away with empathy and feelings for other people in a different time period. You are being asked to relate these mill girls or child laborers' experiences with your own life. You may relate the experiences of mill girls and your life with young laborers today working in our global society.

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The Photo from,"www.carolhurst.com/titles/lyddie.html"

Reflection:

Work, Lyddie! Work!

Reflection Sheet

1. Explain your poem or song; be sure to describe what it means.
2. Explain how you are similar to mill workers from the 1840-1860's:
3. Explain how you are different compared to mill workers from the 1840-1860's:
4. When reading the mill worker's primary sources and during the class discussion of the Mill Bell Schedule, what do you feel strongly about, so much that you would change it?!
5. What people today are similar to the mill workers and have comparable working conditions?
6. What countries today have children working? How is their life comparable to mill girls? How is their life different from mill girls?
7. What can you do today to make a difference concerning child labor?
8. What did you enjoy about this lesson?
9. What did you not enjoy about this lesson?
10. Which resource did you find most useful?

Optional extension or homework:

a. You may create a poem or song based on people today that have poor working conditions.

b. You may research current events regarding child labor. (Add hyperlink to page with the links listed below):

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Child Labor (United States's response to child labor)
http://www.nclnet.org/child%20labor/childpr122.html

Child Labor
http://www.laborrights.com/lrights/d-projects/childlab/index.html

In Honduras, 'Sweatshops' Can Look Like Progress
http://www.latino.com/news/0717nhon.htm

US News 12/16/96 Santa's Sweatshop - It's hard to know where gifts are made
http://www.usnews.com/usnews/issue/16gift.htm

US News 12/11/96 Parents Urged to Avoid Toys from Countries with Abusive Child Labor
http://www.usnews.com/usnews/news/ap1211c.htm

c. Students may analyze "a message from the CEO", a satire on child labor in El Salvador. This link includes graphics of a fashion line of clothing called Sweat Gear and a graphic of New York's Triangle Shirtwaist Company fire of 1911.

Sweat Gear - CEO Message:
http://www.blank.org/sweatgear/ceo.html

Sweat Gear - Reviving an American Tradition

http://www.blank.org/sweatgear/ss.html

d. Students may create a chart recording their daily work schedule.

Teacher Directions:

Grade Level: 8

Length Early Industrialization, 1840-1860

Lesson Purpose:

During this lesson(s), students will be analyzing primary source documents emphasizing young people in factory labor (mill workers during 1840-1860). Students will be introduced

to hours of labor, ages of laborers, reasons for working, and working conditions. Extension of this information is found through reading Lyddie by Katherine Patterson and researching modern day child labor issues. After this intensive study, students will be asked to write a poem or song exhibiting empathy for these young laborers.

Goals: Students will add to their previous knowledge of farm life in the 1800's while building the concept of mill life. Students will analyze a myriad of primary sources, listen to time period music, and create a poem or lyrics for a song. This lesson links to the California State History-Social Science Framework: 8.52.1 Inventions between 1790 and 1850 that transformed manufacturing, transportation, mining, communication, and agriculture that affected how people worked and lived.

Information Literacy Skills:

- Analyze and interpret primary source of mill bell schedule's data.
- Examine documents and issues of past & present day child labor.
- Recognize and interpret satire (Extension activity).
- Examine photos and sketches.
- Analyze and interpret primary source writings.
- Create poetry or lyrics.
- Recognize audience and perspective.

E/LA Standards:

Reading Comprehension:

- The quality and complexity of materials to be read by students are illustrated in the California Reading List. In addition, by grade 8, students read one million words annually on their own, including a good representation of narrative (i.e., classic and contemporary literature) and expository (e.g., magazines, newspaper, on-line information) text appropriate for each grade.
- find similarities and differences among texts in the treatment, scope, or organization of ideas
- use information from a variety of consumer, workplace, and public documents to explain a situation or decision and/or to solve a problem

Writing Applications(genres and their characteristics): Students write narrative, expository, persuasive, and descriptive text of at least 500 to 700 words. Student writing demonstrates a command of standard English and the research writing demonstrates a command of standard English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0

- write responses to literature that
    - develop interpretations which exhibit careful reading and insight
    - connect the student's own responses to the write's techniques and to specific

textual references

H/SS Standards:

Length of Lesson: approximately 4-5 days

8.12.Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution, in terms of:

1. patterns of agricultural and industrial development as they relate to climate, natural resource use, markets, and trade, including their location on a map
2. the reasons for the development of federal Indian policy and the Plains wars with American Indians and their relationship to agricultural development an industrialization
3. how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies
4. entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Mellon, John D.Rockefeller)
5. the location and effects of urbanization, renewed immigration, and industrialization (e.g., effects on social fabric of cities, wealth economic opportunity, and the conservation movement)
6. child labor, working conditions, laissez-faire policies toward big business and the rise of labor movement, including collective bargaining, strikes, and protests over labor conditions

Resources or materials needed:

- Class set of primary sources excerpted from The Lowell Offering.
- Overhead transparency of "Power Loom Weaving" sketch (drawing of mill worker).
- Mill Worker's Songs from Working and Union Songs. Tape #4 in series of 5 entitled American History Through Narration & Folk Songs, available at Social Studies School Services (800) 421-4246, price $19.95, catalog #WEM104-14.
- Cassette tape player.

Other Resources:

- Book: Women at Work: The Transformation of Work and Community in Lowell, Massachusetts, 1826-1860. (New York: Columbia University Press, 1979). NAH
- Resource Kit: A Stitch in Time: The Evolution of Cloth-Making in New England, $25.00 Publisher Museum of American Textile History, Author Linda Carpenter, Address 800 Massachusetts Ave., North Andover, MA 01845, Phone (508) 686-0191.

- Fingerlakes Woolen Mills - An internet site which explains the process of Making Yarn. Graphics included.
  http://ww1.woolery.com/webpages/jive/fingerlakes/makingyarn.html

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Background Information that might be helpful:

This lesson is interactive. The class is encouraged to be loud when making machine sounds. When analyzing the mill bell schedule, realize students may or may not be accustomed to analyzing information within primary source documents. Allow time for students to thoroughly analyze data and to debrief. When writing the poem or song, for students to be successful with this type of writing, much research and reading is required. Remember to be encouraging as students write. Remind students they should use brainstorms, notes, research material, etc.

Correlation:

Literature Link: Lyddie by Katherine Paterson
http://www.carolhurst.com/titles/lyddie.html) is a historical fiction account of a young girl that begins her life on a farm. Her father leaves for the West and never returns. Her mother loses her mind; thus, she alone is left to hold the family together. She finds her way to a mill in Lowell, Massachusetts. Lyddie earns and saves toward her goal of paying the farm debts and saving the land. She envisions returning and gathering her sisters and brother, so they all can live on the farm once more.

The novel Lyddie may be read either as an assignment outside the History-Social Science class or within the Language Arts class. Either way, the students' understanding of the concept Industrial Revolution will be greatly enhanced. For additional activities related to the novel go to SCORE Language Arts site for the Lyddie CyberGuide
http://www.sdcoe.k12.ca.us/score/lyddie/lyddietg.html

Background Information that might be helpful:

- **Fingerlakes Woolen Mills - Step by step process of making yarn. Some graphics included.**
  http://ww1.woolery.com/webpages/jive/fingerlakes/makingyarn.html

- **Working Hours of Women in Factories: Includes an early 1900 work schedule**

and situations of women working long hours in various factories.
http://www.arts.gla.ac.uk/www/ctich/eastside/hours10.html

- **WIC - Women's History in America (Women's International Center): Attitudes toward women in the past, the legal status of women, conditions for women working in early days, and women in reform movements are issues explained. No graphics.**
  http://www.wic.org/misc/history.htm

- **Life of Ninteenth-Century Workers Factory Workers: The Sadler Committee interviewed factory workers in England in 1831-32. These interviews bring to light child labor and harsh conditions. No graphics.**
  http://www.stg.brown.edu/projects/hypertext/landow/victorian/history/workers1.

- **Reading Habits: New England Mill Girls: Information of how mill girls improved through educational opportunities while working in the mills.**
  http://www.tetranet.net/users/stolbert/research/millgirl.html#note6

- **Sadler Committee: "Testimony - Child Labor in England": The Sadler Committee interviewed factory workers in England during 1831-32. Child labor is described. No graphics.**
  http://www.en.utexas.edu/~benjamin/

- **Tuberculosis - American Lung Association: Students may research causes, symptoms and cures of tuberculosis.**
  http://www.pbs.org/ppol/tbfacts.html

- **People's Plague Online Interactive: Students may research tuberculosis, take an online quiz, and send e-mail questions concerning tuberculosis.**
  http://www.pbs.org/ppol/interact.html#caldwell

Lesson sequence:

Preparation:

1. DUPLICATE: Copy class set of primary sources, mill bell schedule, and poem or song activity.
2. CREATE TRANSPARENCY: Copy mill worker's sketch onto an overhead transparency.
3. FAST FORWARD: Set Tape #4 to Mill Worker's Songs.

Process/Procedures:

1. Discuss the mill bell schedule. Point out the hour girls (operatives) were to begin work, followed by the breakfast break, the lunch break, and the quitting time. Operatives had to walk to and from the boardinghouse during these breaks.
2. Read aloud the page of primary sources. Discuss the atmosphere within the mill factory. Note the darkness (small dusty windows) in the factory. Note the lint in the air from the clothing that is being processed. Note the humidity level that is purposely created by buckets of water in the factory, so the threads won't break. Note the fact that the long hours, little food, lack of rest, sunshine and fresh air lends itself to contracting Tuberculosis, especially due to the lint, humidity, and lack of proper ventilation. The girls are working, breathing and living in these conditions.
3. Display transparency of mill worker sketch. Ask volunteers to stand in position of people in sketch. Instruct students to think and feel as worker would feel. Have the class make loud machinery noises, such as klackety-klackety, klackety, and knock, knock, knock, and pachinga, pachinga pachinga, etc. While the class continues the loud noises, instruct the operative in a loud voice, "You need to control two looms now. Control all three now. Now you must keep up with four for the same wages as before."
4. Debrief. Ask the operative to explain how he or she felt while the class listens. Ask the operative: "How were you feeling? What did your feet and arms feel like? Did you enjoy your work? What did you think about as you worked?" Ask the overseer: "How were you feeling? What did you feel like? Did you enjoy your work? What did you think about as you demanded the mill girls to work harder?"
5. Review farm life. Create a Venn diagram (add a link to SCORE Language Arts & Venn Diagram instructions) contrasting a young girl's life and job on the farm with a young girl's life and job in the mill.
6. Play mill songs.
7. Debrief. Discuss working conditions that led to lyrics of the songs.
8. While mill music plays, have students quietly and individually create a brainstorm, or concept map using sensory feelings and words concerning mill life and work. Instruct students they may use quotes from passages in the primary sources.
9. Hand out directions for poem or song lyrics. Instruct students to write a poem of mill life and work. Students may use their Venn diagram, brainstorm, concept map, and primary sources. Students need to reflect on farm life within their song or poem.

Credits:

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